



REPORT TO THE LEGISLATURE

## **UPDATE: Dual Credit Programs Enrollment**

**2019**

**Authorizing legislation:** [RCW 28A.600.280](#), [RCW 28A.320.196](#),  
[ESSB 6032, Sec. 501 \(30\)](#)

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## Executive Summary

Dual credit courses give high school students the potential to earn both college and high school credit at the same time, either through completion of a college-level course or through performance on an exam. Dual credit participation continues to grow; 144,178 students completed at least one course in 2010 while 200,279 students completed at least one course in 2018. As a share of total enrollment in grades 9–12, this reflects significant growth from 48.9% in 2010 to 59.4% in 2018.

Academic acceleration is a process that automatically places students who meet standard on state-level exams into the next most rigorous course in the matching content area(s). Continued success for the student results in automatic placement into the next most rigorous course(s), with the goal of the student enrolling in dual credit opportunities. In the 2017–18 school year, 11 high schools across nine school districts participated in the academic acceleration grant program.

The 2019 Supplemental Operating Budget (Senate Bill [SB] 6032, Sec. 501 [30]) provided funding intended to reduce the cost of dual credit exams for students experiencing poverty in some course types. In 2017–18, 9,032 students benefited from this program.

There is a strong commitment between K–12 and higher education organizations, as well as nongovernmental organizations, to increase equitable access to high-quality dual credit programs for ready and interested students. Washington is poised to make systemic changes to the dual credit system that will increase opportunities for students across our state.

This annual update examines statewide enrollment patterns of students in dual credit programs.

# Background

## What Dual Credit is

Dual credit courses give high school students the potential to earn both college and high school credit at the same time. The Legislature continues to support increasing the number of students who begin earning college credit for a certificate or degree while still in high school. Revised Code of Washington (RCW) 28A.230.130 requires high schools to work toward the goal of offering a sufficient number of dual credit high school courses.

Students have the potential to earn college credit by passing an exam or completing college-level courses either on their high school campus or at a local college. Credit-by-exam programs offered in Washington's high schools are Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International (CI). Students access college courses taught in the high school via the College in the High School (CHS) program or through Career and Technical Education Dual Credit (CTE Dual Credit, formerly known as Tech Prep). Running Start provides the opportunity to earn college credit by taking classes at a local college.

## Equity in Dual Credit

Since 2011 when House Bill (HB) 1808, the Launch Year Act, was signed into law, Washington's public high schools and institutions of higher education have been required to work toward increasing the number of dual credit courses offered to students. As part of this Act, RCW 28B.10.053 required institutions of higher education to develop a master list of post-secondary courses, also known as the Washington 45. For courses to be included in the master list, they must be fulfilled by:

- taking recognized college-level proficiency exams and meeting the qualifying exam scores, or
- meeting demonstrated competencies for general education requirements or post-secondary professional technical requirements.

To simplify access to some of this information, the Washington Student Achievement Council (WSAC) website hosts a Dual Credit Look-up Tool that allows students and families to compare how AP, IB, and CI exam scores will transfer into each of Washington's public four-year universities.

In 2013, the Legislature expanded access to dual credit again with the passage of HB 1642. The resulting Academic Acceleration Incentive Program (AAIP) encouraged school districts to adopt an academic acceleration board policy to automatically enroll students who meet standard on

the high school state assessments or PSAT in the next most rigorous advanced course in that subject, with the end goal being all capable students enrolling in dual credit courses.

The AAIP provided new dual credit-related grant funding to high schools for the purpose of increasing equitable access to dual credit, especially for students experiencing poverty and other historically underrepresented student populations.

The 2017–19 Operating Budget (Senate Bill [SB] 5883) also contributed to expanding access to dual credit by providing funds to subsidize exam fees.

## **Additional Information Regarding Funding Resources**

Federal funds for the Test Fee Program were eliminated in 2016 for students pursuing college credit via an examination. The Legislature (SB 6032 [2018]) provided enough funds for all students experiencing poverty to have their testing fee reduced from \$54 to \$10 per exam in 2018.

For students pursuing dual credit via a college course (offered either at a high school or on a college campus), there are several sources of state assistance. Through basic education allocation, the state provides Running Start students with funds to cover the cost of tuition for the equivalent of the coursework for two full-time academic years. Additional fees, transportation costs, and the cost of books are the responsibility of the student, with a few sources of support. Students experiencing poverty might receive help covering these costs through the Academic Acceleration Incentive Program (RCW 28A.320.196). State law also requires institutions of higher education serving Running Start students to provide a fee waiver for students experiencing poverty (RCW 28A.600.310).

For College in the High School (CHS), student participation costs range from \$0 to \$325 per five-credit (quarter) or three-credit (semester) college course. The state allocates funds for CHS subsidies per RCW 28A.600.290 that can cover up to 10 quarter college credits for students at high schools more than 20 miles from a college and/or high schools receiving small high funding, and five quarter college credits per year for students experiencing poverty at qualifying high schools with a higher percentage of students experiencing poverty.

## **Update Status**

The data source for much of this report is from the Office of Superintendent of Public Instruction's (OSPI) Comprehensive Education and Data Research System (CEDARS). For programs not reported to CEDARS, data are collected from either the local dual credit programs or from sponsoring corporate or agency officials. To ensure the Legislature has the

most complete and accurate data related to dual credit participation, information in this report is based on the 2017–18 school year.

## Dual Credit Participation

Figures 1a–1c provide a snapshot of overall participation as well as program-specific participation. One indicator of progress is in the significant increase in the number of students who are taking at least one dual credit course over the past several years.

The data show steady growth except for Career and Technical Education (CTE) Dual Credit (formerly Tech Prep); this program's participation rates continue to hover around 35%. With the loss of federal Perkins funding for Tech Prep in 2011, many colleges no longer have the funding to maintain their agreements with local high schools, which would provide students the potential to earn college credit. OSPI has been working with the State Board for Community and Technical Colleges (SBCTC) and others to examine ways to strengthen the pipeline between high school career and technical programs and community and technical colleges' professional-technical programming. OSPI's 2019–21 biennial budget proposal included investments to create regional and statewide agreements, as well as grants, in order to help jump start adoption of dual credit opportunities for CTE students.

**Figure 1a: All Students in Grades 9–12 Completing at Least One Dual Credit Course in the 2017–18 School Year**

School Year	Total Enrollment of Students in Grades 9–12*	# of Students Completing at Least 1 Course	% of Students in Grades 9–12
2010	294,801	144,178	48.9%
2011	323,767	171,129	52.9%
2012	321,885	171,866	53.4%
2013	324,576	173,565	53.5%
2014	324,360	177,359	54.7%
2015	328,769	183,340	55.8%
2016	326,292	186,222	57.1%
2017	333,368	190,662	57.2%
2018	337,428	200,279	59.4%

**Source:** Comprehensive Education and Data Research System (CEDARS), October 1, 2018.

**Note:** Total enrollment only includes students enrolled in grades 9–12 who attempted more than zero credits during the school year and did not withdraw from all of their courses.

**Figure 1b: Students Enrolled in Dual Credit by Exam Courses in the 2017–18 School Year**

	Advanced Placement		Cambridge		International Baccalaureate	
School Year	Number of students completing at least 1 course	Percent of Students in Grades 9–12	Number of students completing at least 1 course	Percent of Students in Grades 9–12	Number of students completing at least 1 course	Percent of Students in Grades 9–12
<b>2010</b>	36,139	12.3%	0	0.0%	5,041	1.7%
<b>2011</b>	46,322	14.3%	27	0.0%	5,495	1.7%
<b>2012</b>	51,395	16.0%	1,134	0.4%	6,461	2.0%
<b>2013</b>	51,827	16.0%	1303	0.4%	7,553	2.3%
<b>2014</b>	58,202	17.9%	1,088	0.3%	7,749	2.4%
<b>2015</b>	62,136	18.9%	1043	0.3%	8,721	2.7%
<b>2016</b>	62,056	19.0%	1,080	0.3%	7,735	2.4%
<b>2017</b>	65,897	19.8%	1141	0.3%	8,651	2.6%
<b>2018</b>	68,026	20.2%	1,187	0.4%	9,197	2.7%

**Source:** Comprehensive Education and Data Research System (CEDARS), October 1, 2018.

**Figure 1c: Students Enrolled in College-level Courses in the 2017–18 School Year**

	College in the High School		CTE Dual Credit		Running Start	
School Year	Number of students completing at least 1 course	Percent of Students in Grades 9–12	Number of students completing at least 1 course	Percent of Students in Grades 9–12	Number of students completing at least 1 course	Percent of Students in Grades 9–12
<b>2010</b>	8,924	3.0%	104,585	35.5%	12,089	8.4%
<b>2011</b>	13,380	4.1%	121,225	37.4%	16,950	10.7%
<b>2012</b>	14,420	4.5%	116,550	36.2%	16,974	10.7%
<b>2013</b>	16,806	5.2%	113,672	35.0%	17,025	10.6%
<b>2014</b>	15,992	4.9%	114,222	35.2%	19,305	12.1%
<b>2015</b>	18,865	5.7%	114,894	34.9%	22,184	13.6%
<b>2016</b>	22,126	6.8%	115,453	35.4%	22,871	14.1%

	College in the High School		CTE Dual Credit		Running Start	
School Year	Number of students completing at least 1 course	Percent of Students in Grades 9–12	Number of students completing at least 1 course	Percent of Students in Grades 9–12	Number of students completing at least 1 course	Percent of Students in Grades 9–12
2017	22,254	6.7%	114,707	34.4%	25,842	15.4%
2018	35,349	10.5%	118,744	35.2%	27,832	16.3%

**Source:** Comprehensive Education and Data Research System (CEDARS), October 1, 2018.

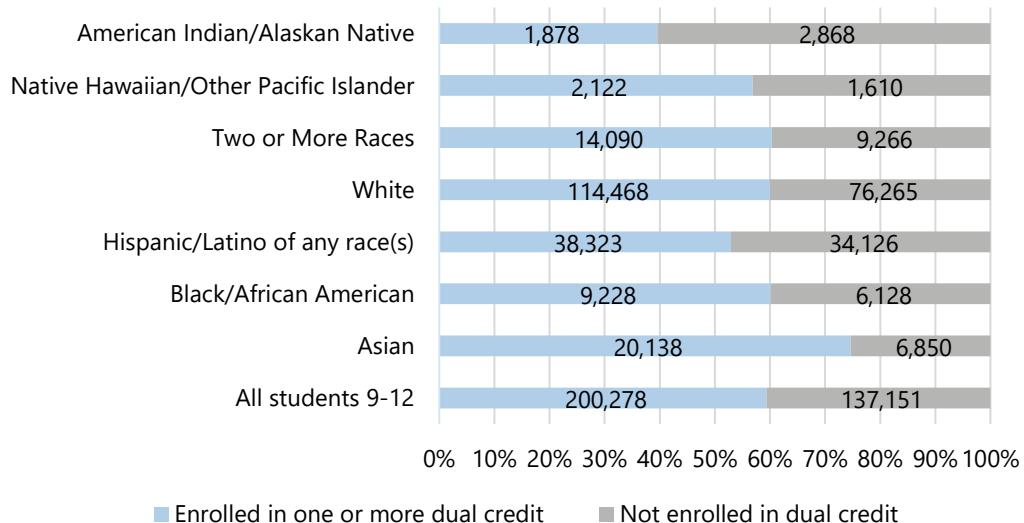
Figures 2–4 show student participation in dual credit opportunities separated by race and ethnicity, gender, income, and other student characteristics. While schools are continuing to increase the number of students accessing dual credit opportunities, gaps persist for some student groups.

For example:

- 59.4% of all students in grades 9–12 access dual credit opportunities, but only 40% of American Indian/Alaskan Natives students and 53% of Hispanic/Latino students do.
- Low-income students participate at about 8 percentage points lower than the average for all students (51.5%).
- Male students access dual credit at a lower rate than female students (57.7% and 61.1%, respectively).
- Migrant students, students receiving special education services, and English learner students continue to access dual credit at lower rates than their peers.

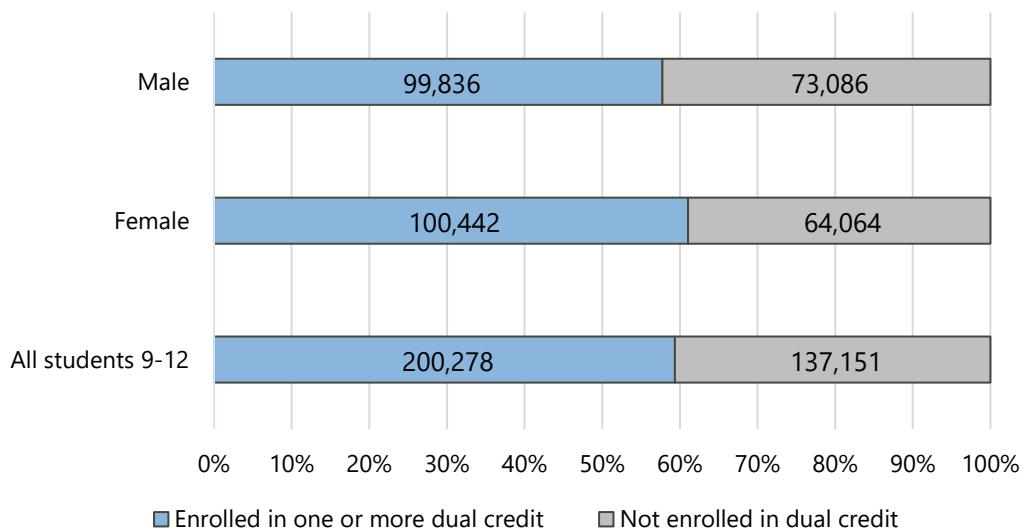
There is a need to increase the total number of participants and broaden the representation of students taking advantage of available dual credit opportunities.

**Figure 2: Dual Credit Participation by Race/Ethnicity, 2017–18 School Year**



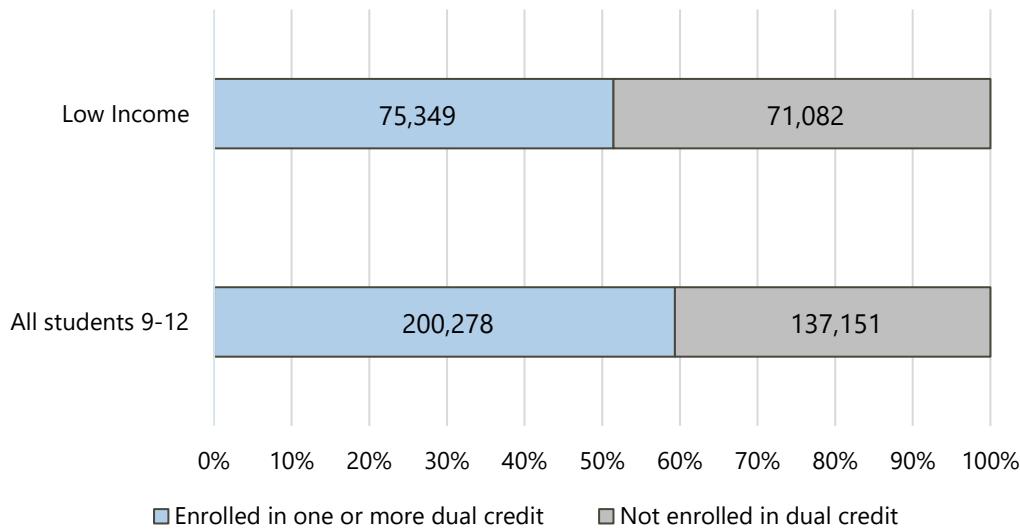
**Source:** Comprehensive Education and Data Research System (CEDARS), October 1, 2018.

**Figure 3: Dual Credit Participation by Gender, 2017–18 School Year**



**Source:** Comprehensive Education and Data Research System (CEDARS), October 1, 2018.

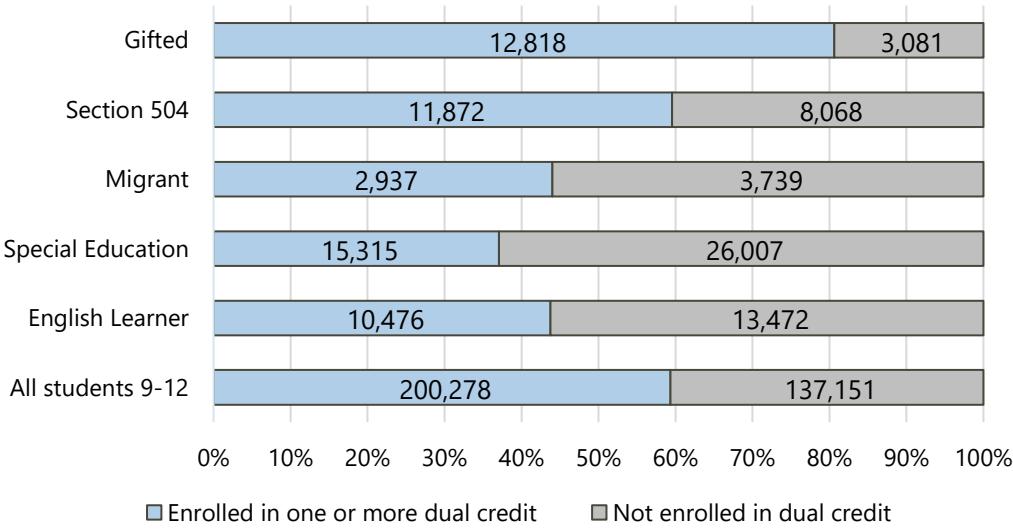
**Figure 4: Dual Credit Participation, Low-Income Students, 2017–18 School Year**



**Source:** Comprehensive Education and Data Research System (CEDARS), October 1, 2018.

**Note:** Low-income is defined as being eligible to receive free or reduced-price lunch.

**Figure 5: Dual Credit Participation, Other Student Groups, 2017–18 School Year**



**Source:** Comprehensive Education and Data Research System (CEDARS), October 1, 2018.

## Academic Acceleration Incentive Program Competitive Grants

Since 2013, OSPI has administered the Academic Acceleration Incentive Program (AAIP) competitive grant to high schools to expand the availability of dual credit courses. In 2018, nine school districts were awarded funds to expand their dual credit offerings. Figures 6a and 6b describe the demographics of students accessing dual credit in each of those districts for the 2017–18 school year.

**Figure 6a: Demographics of Students in Academic Acceleration Grant Districts by Race/Ethnicity, 2017–18 School Year**

School District	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Other Pacific Islander	Two or More Races	White
La Conner	8	2	0	4	0	1	25
Lakewood	2	13	10	77	6	42	332
Marysville	35	91	31	231	6	110	687
Mount Baker	1	0	0	13	0	9	115
Newport	2	1	2	4	0	4	133
North Thurston	25	169	107	320	40	260	978
White Pass	0	0	3	4	0	2	48
Wilson Creek	0	2	0	6	0	1	21
Yelm	14	20	24	171	14	145	920
<b>Total</b>	<b>87</b>	<b>298</b>	<b>177</b>	<b>830</b>	<b>66</b>	<b>574</b>	<b>3259</b>

**Source:** Comprehensive Education and Data Research System (CEDARS), December 18, 2018.

**Figure 6b: Demographics of Students in Academic Acceleration Grant Districts by Other Student Group, 2017–18 School Year**

School District	Low-Income	Migrant	English Learner	Receiving Special Education Services
<b>La Conner</b>	14	8	0	1
<b>Lakewood</b>	130	0	18	31
<b>Marysville</b>	429	16	32	52
<b>Mount Baker</b>	58	0	5	2
<b>Newport</b>	64	0	0	11
<b>North Thurston</b>	664	3	39	78
<b>White Pass</b>	33	0	0	8
<b>Wilson Creek</b>	15	0	1	2
<b>Yelm</b>	497	7	19	108
<b>Total</b>	<b>1,904</b>	<b>34</b>	<b>114</b>	<b>293</b>

**Source:** Comprehensive Education and Data Research System (CEDARS), December 18, 2018.

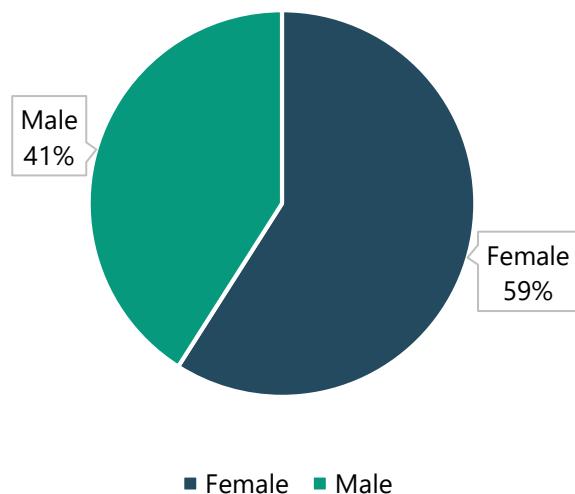
### Academic Acceleration Incentive Awards

OSPI also administers an incentive award to high schools throughout the state intended to support teacher training, curriculum, technology, examination fees, and other costs associated with offering dual credit programs. The range of funds allocated to high schools for their dual credit enrollment during the 2017–18 school year were \$15 to \$61,280.

### Exam Fee Waivers

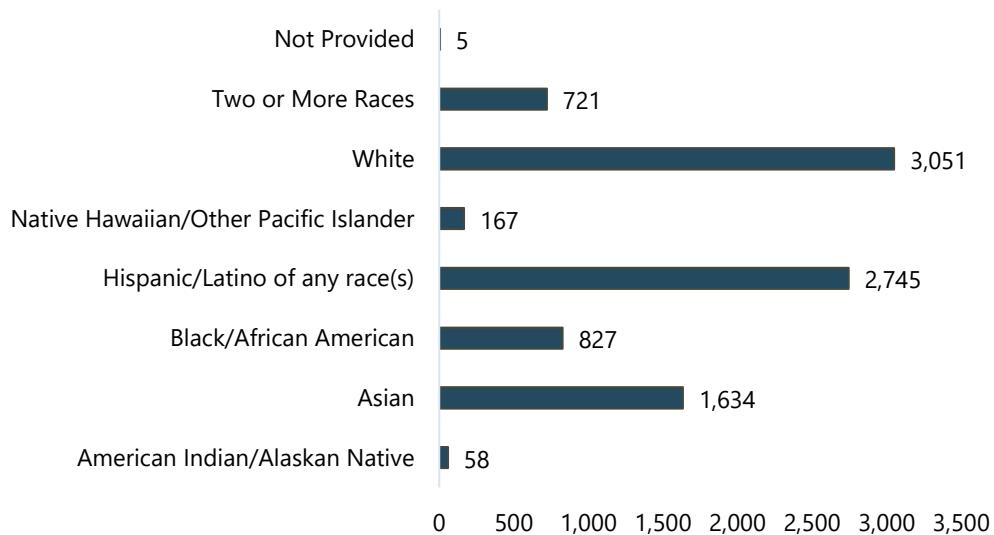
The 2018 Supplemental Operating Budget (Senate Bill 6032) included funding allowing OSPI to offset the cost of Advanced Placement, International Baccalaureate, and Cambridge International exams for low-income students across the state, serving 9,208 students. The demographics of those students are explored in Figures 7–9.

**Figure 7: Fee Waiver Recipients by Gender, 2017–18 School Year**



**Source:** Comprehensive Education and Data Research System (CEDARS), October 1, 2018.

**Figure 8: Fee Waiver Recipients by Race/Ethnicity, 2017–18 School Year**



**Source:** Comprehensive Education and Data Research System (CEDARS), October 1, 2018.

This proviso also required reporting of how the students performed on the subsidized exams. While public colleges and universities in Washington provide college credit for students who

score a 3 or greater on an Advanced Placement exam, there is more variability for individual scores on International Baccalaureate and Cambridge International exams.

In the 2017–18 school year, the Legislature subsidized the fees for 2,537 Advanced Placement exams for low-income students. Of these exams, 41% qualified for college credit. In addition, students received scores of 3 or more on 1,049 exams; and scores of 2 or less on 1,488 exams.

The same year, the Legislature paid for low-income students to take 1,528 International Baccalaureate exams. Of these, 30% were likely to qualify for college credit. Students received scores of 5 or more on 356 exams and 4 or less on 1,172 exams.

Finally, the Legislature paid for students to take 488 Cambridge International exams in the 2017–18 school year. Of these, 52% were likely to qualify for college credit, 254 scored a passing grade, and 234 did not score a passing grade.

# Conclusion and Next Steps

While dual credit completion rates continue to increase, there is room for improvement in increasing the number of students successfully completing a dual credit course, and in reducing disproportionality among student groups. Ensuring student readiness and interest in engaging in dual credit programs begins with more exposure to career and college readiness lessons and guidance. The passage of House Bill 2224 in 2017, which included additional components for a more robust High School and Beyond Plan (HSBP) that begins in middle school, is one step in meeting this need.

## Measuring Progress

Dual credit is such an important indicator of student success that it is included as a measure in Washington state's federal accountability system for K–12 schools. Annually, the Office of Superintendent of Public Instruction (OSPI) updates dual credit participation rates, separated by student group, for each school serving students in grades 9–12. Parents and families, community members, and policymakers can monitor progress on this and other critical measures on [OSPI's interactive Report Card website](#). OSPI staff, in collaboration with higher education and other K–12 partners, will help reduce barriers by promoting the best practices gleaned from schools experiencing the most success in student achievement across all student groups.

## Next Steps

OSPI is actively working to close opportunity gaps for students who are ready for dual credit work. This is evidenced in OSPI's 2019 legislative budget requests. In particular:

- A request to build on existing funding to increase access to dual credit for students experiencing poverty.
- A request to adequately staff middle schools with counselors and other essential supports to help take advantage of the opportunity to create a more robust High School and Beyond Plan.
- A request to expand access to career and technical education (CTE) programs. A piece of increasing high-quality career technical education programs includes strengthening the CTE Dual Credit program.

# APPENDICES

## Appendix A: Advanced Placement Exam Outcomes for Low-income Students Receiving Subsidized Exams

Advanced Placement Exam Name	Scored 3 or Better	Scored 1 or 2	Total	% Eligible for College Credit
AP Capstone Research	36	10	46	78%
AP Capstone Seminar	160	70	230	70%
Art History	21	16	37	57%
Biology	394	621	1015	39%
Calculus AB	511	542	1053	49%
Calculus BC	161	95	256	63%
Chemistry	204	419	623	33%
Chinese Language and Culture	45	1	46	98%
Comparative Government and Politics	42	73	115	37%
Computer Science A	132	107	239	55%
Computer Science Principles	113	101	214	53%
English Language and Composition	1062	1650	2712	39%
English Literature and Composition	351	929	1280	27%
Environmental Science	170	396	566	30%
European History	123	222	345	36%
French Language and Culture	25	22	47	53%
German Language and Culture	2	0	2	100%
Human Geography	565	1141	1706	33%
Japanese Language and Culture	17	8	25	68%
Macroeconomics	65	48	113	58%
Microeconomics	51	22	73	70%
Music Theory	16	20	36	44%
Physics 1	163	334	497	33%
Physics 2	19	19	38	50%

<b>Advanced Placement Exam Name</b>	<b>Scored 3 or Better</b>	<b>Scored 1 or 2</b>	<b>Total</b>	<b>% Eligible for College Credit</b>
Physics C: Electricity and Magnetism	8	2	10	80%
Physics C: Mechanics	33	14	47	70%
Psychology	313	448	761	41%
Spanish Language	566	113	679	83%
Spanish Literature and Culture	21	31	52	40%
Statistics	251	320	571	44%
Studio Art: 2-D Design Portfolio	256	31	287	89%
Studio Art: 3-D Design Portfolio	7	10	17	41%
Studio Art: Drawing Portfolio	40	12	52	77%
United States Government and Politics	337	634	971	35%
United States History	705	1428	2133	33%
World History	1049	1488	2537	41%
<b>Total</b>	<b>8,034</b>	<b>11,397</b>	<b>19,431</b>	<b>41%</b>

## Appendix B: International Baccalaureate Exam Outcomes for Low-income Students Receiving Subsidized Exams

International Baccalaureate Exam Name	5 or Better	4 or Lower	Total	% Likely Eligible for College Credit
Art History	3	0	3	100%
Biology	12	87	99	12%
Business Management	12	19	31	39%
Chemistry	4	52	56	7%
Chinese B	4	0	4	100%
Computer Science	2	8	10	20%
Design Technology	0	3	3	0%
Economics	0	8	8	0%
English A Lal	75	162	237	32%
English A Lit	24	99	123	20%
English AB	0	2	2	0%
English B	3	10	13	23%
Environmental Systems and Society	3	26	29	10%
Film	0	1	1	0%
French AB	1	4	5	20%
French B	7	37	44	16%
Global	0	3	3	0%
History	49	169	218	22%
Japanese AB	2	2	4	50%
Japanese B	1	1	2	50%
Korean B	0	2	2	0%
Mandarin AB	5	6	11	45%
Marine Science	4	4	8	50%
Mathematical Studies	8	107	115	7%
Mathematics	17	128	145	12%
Music	5	12	17	29%
Physics	4	22	26	15%
Psychology	12	32	44	27%

<b>International Baccalaureate Exam Name</b>	<b>5 or Better</b>	<b>4 or Lower</b>	<b>Total</b>	<b>% <u>Likely</u> <u>Eligible</u> for College Credit</b>
Social and Cultural Anthropology	6	12	18	33%
Spanish A Literature	0	1	1	0%
Spanish AB	10	30	40	25%
Spanish B	69	40	109	63%
Sports, Exercise, and Health Science	3	37	40	8%
Visual Arts	7	43	50	14%
World Religions	4	3	7	57%
<b>Total</b>	<b>356</b>	<b>1,172</b>	<b>1,528</b>	<b>30%</b>



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